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ABSTRACT

The Middle College Plan of LaGuardia Community College is designed to provide an integrated high school-college program directed to the needs of urban high school youth. This program will lead to the New York State high school diploma and to A.A. and A.A.S. degrees. It is hoped that underachieving students, potential dropouts, and achieving youth who are dissatisfied with their present schooling will learn skills needed for success in study, careers, and life. Basic skill instruction at the high school level, career education, interdisciplinary instruction, and a 5 year curriculum sequence are planned for the program. (Author/SW)

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Middle College Plan

JC 740 135

F.H. LaGUARDIA COMMUNITY COLLEGE
of the City University of New York

JUNE, 1973

MIDDLE COLLEGE PLAN

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I. SUMMARY OF THE MIDDLE COLLEGE PLAN

In March, 1971, LaGuardia Community College proposed a new educational concept -- a Middle College Plan -- to provide an integrated high school - college program directed to the needs of urban high school youth. The following conditions reflect these needs.

1. Large numbers of underachieving students drop out of high school, lacking adequate skills and life goals.
2. Many high school graduates who enter CUNY via the open admissions policy are unequipped to study at the college level.
3. Many urban youths who complete high school are unprepared for the world of work.

In November, 1972, the Carnegie Foundation awarded a grant to the College for development of a plan. Since then, College staff and outside consultants have worked to prepare a practical design for the Middle College. This document states the philosophy and specifications of that plan.

II. PURPOSE OF THE MIDDLE COLLEGE

The purpose of the Middle College is to find solutions to the problems of learning and life preparation stated by the Task Force on High School Redesign.

> Many - if not most - high school students are deeply concerned about problems of war, race relations, the environment, the deterioration of urban life, poverty, etc. They tend to feel that school does not speak to these concerns, that learning is organized in conventional subject matter boxes that may or may not touch on significant problems. They feel that methods of instruction are often outmoded, that many school practices are restrictive, and that too many learning materials are simply unavailable.... The world of young people has become so confusing and changes so rapidly that it is difficult for them to establish goals, career choices, and directions.
>
> How can we help young people prepare for dealing with an unpredictable future? How can we best give each student some grasp of the vast opportunities of the world of work and open avenues for wise career choices....?[1]

The Middle College Plan proposes an answer to these questions in the form of a high school - college program to be conducted at LaGuardia Community College. This new program will offer an articulated five-year course of secondary school and college instruction leading to the New York State high school diploma and to A.A. and A.A.S. degrees. Underachieving students, potential dropouts, and achieving youngsters who are dissatisfied with their present schooling will learn skills needed for success in study, careers, and life.

[1] TOWARD THE TWENTY-FIRST CENTURY, Task Force on High School Redesign of the Office of High Schools and the Chancellor's Center for Planning, 1971.

III. EDUCATIONAL PHILOSOPHY

The philosophy of the Middle College may be stated as a set of design principles.

1. Part of the American ideal is to fulfill oneself and to have a future.
2. Career exploration is an integral part of education.
3. Education will address itself to the twin poles of work and leisure.
4. The quality of life is enhanced by enjoyment of learning for learning's sake.
5. Continuing, close relationships with staff and peers in a mutual learning enterprise develop a sense of self which produces autonomous, competent individuals with positive social and personal commitments.
6. Instruction should be interdisciplinary and problem - centered, crossing subject area boundaries, in order to be most compatible with youthful curiosity and interests.
7. Emphasis on primary sources rather than texts, and use of multi - media techniques can promote the spirit of inquiry.

IV. EDUCATIONAL STRATEGIES TO IMPROVE MOTIVATION AND LEARNING

The Middle College will employ a variety of strategies for improving motivation and learning. These include the following innovations in course content, work-study programs, staffing concepts, and organizations:

1. Career education and exploration will be emphasized in all activities.
2. The physical setting, the guarantee of admission to college upon entry into the tenth grade, and the influence of college students as positive peer models will enhance motivation for learning.
3. Basic skills instruction will be incorporated in all courses at the high school level.
4. College courses will be offered at the high school level.
5. There will be joint high school-college faculty.
6. Curriculum structure will be based on a five-year high school-college sequence.
7. Interdisciplinary instruction will be provided in particular curriculum areas.
8. Teaching and counseling functions will be combined in the position of teacher-counselor.

CAREER EDUCATION

The need for career-oriented education is one of the principal purposes for which LaGuardia Community College was established. This need is effectively stated by S.P. Marland, Jr., Assistant Secretary of HEW, in his speech of May 4, 1971:

> If education is to serve properly its national purpose, then we must bridge the gulf between man and his work...Our job is not done properly until each and every one of those youngsters is capable of developing a clear sense of direction in life and is able to make a responsible career choice...It is flatly necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard procedure to teach every student about occupations and economic enterprise, a system that will markedly increase career options open to each individual and enable schools to do a better job than we have been doing of meeting the manpower needs of the country.

LaGuardia Community College:

> is dedicated to an educational program which combines classroom learning and work experience. This is in accordance with the basic purposes of the City University, which are to achieve intellectual and social excellence. Instruction will occur both in the classroom and on the job. The purpose is to create a total learning experience through which students will gain not only specific skills and a broad range of knowledge, but also a sense of professional, financial, and personal responsibility.[2]

LaGuardia's career education program requires that all students undertake full-time work internships in three of the eight quarters of the college program -- with academic credit granted for job experience. The Middle College will have a similar emphasis, as described below:

1. All courses will develop skills and present information in the context of pertinent career and life situations. (For example, mathematics problems will be based on every day concerns such as food costs, taxes, and actuarial projections.)

2. Exploration of work settings will supplement classroom learning, permitting students to test themselves against adult standards. It is expected that new interests will be created by such exploration, and that understanding of both the demands and rewards of work will motivate students to increase their skills and knowledge.

   How will the proposed Middle College work activities differ from the part-time experience that high school and college youngsters get on their own? The difference will be that work is carefully selected for the greatest possible yield in skills, role identification, and personal satisfaction. Each job will be a source of learning about labor unions, economics, sociology, and group dynamics. Students will have opportunities to evaluate and integrate academic and work experience in terms of their own interests and capacities.

3. The major strategy of counseling in the Middle College will be to provide students with awareness of the many possibilities which they have in careers, styles of life, and decision-making. Counseling will be designed to reduce the effect of pure chance, and increase that of informed choice, as a determinant in each student 's life. It may enhance

[2]Fiorello H. LaGuardia Community College of the City University of New York, OBJECTIVES AND PROGRAMS, page 3.

each student's sense of personal power, and assist in developing his drive to scholastic competence.

The teaching and counseling program will correlate a course in decision-making with expanded career exploration, including such concepts as employment mobility, that is, a variety of jobs or careers in one lifetime; need for continued study and training, whether through choice or job attrition; and geographic mobility. Such important decisions as pulling up roots or taking other risks when survival or integrity demands change will be subjects for study and simulation exercises.

Basic Skills

The Middle College will incorporate the teaching of such skills as writing, reading, computation, problem-solving, decision-making, and interpretation of data into all subjects. Remediation in these basic skills will be provided through special classes and tutoring for any student who is functioning below grade level. In addition, the equally basic interpersonal skills of leadership, empathy, and cooperation in family, school, social, and work groups will be taught, because they are the matrix in which academic skills and positive values will develop most fully.

College Courses At The High School Level

Middle College students with advanced skills will take college courses while still in the high school part of the program, thus avoiding the educational duplication which normally occurs in the last year of high school and the first year of college. Qualified high school level students will be eligible to take college level courses in foreign languages, foundations in art, social currents in American literature, topics in biological sciences, stenography, typewriting, and accounting.

Joint High School - College Faculty

Middle College faculty will have the opportunity to teach both in the Middle College and in regular LaGuardia classes. They will acquire a longitudinal view of the learning process which will aid in development of improved course content and sequences. Middle College faculty will be selected with capacity to teach at the college level. Conversely, LaGuardia staff members will be asked to teach in the Middle College on a part-time basis.

A Five - Year Educational Sequence

The Middle College logically unites educational, biological and social development in a single five-year program. This time span applies recent findings that adolescents are becoming intellectually, sexually, and socially mature at earlier and earlier ages. However, a high transiency rate and underachieving peer models complicate the process of maturation for many students. About 30% of New York City's high school population drops out. The dropout rate peaks in the ninth and tenth grades, and many peer models in these grades are drawn from the underachieving segments of the school population. The common physical setting of a high school/college program offers a positive ambience for the new student, in which successful academic and social peers outnumber failures. The halo effect of the college upon a small group of younger students integrated into some college classes and activities is regarded by many junior high and high school educators as a major innovation of great impact. In addition, the articulation between high school and college levels will occur gradually, in a familiar setting, and with continuity of staff and guidance services.

Interdisciplinary Instruction

The original proposal for establishment of LaGuardia Community College states the objective:

> In each divisional area, curricula will be designed with emphasis on developing the largest possible number of multi-disciplinary core courses among them. For example, a Division of Human Services would stress Sociology and Psychology courses and might encompass the career options of Education; Child Care; Social Service; Rehabilitation and Geriatrics.[3]

In the spirit of the objective, instruction in the Middle College will minimize the compartmentalization of subjects. Concepts will be made relevant when related to urban problems, careers, and current experience. For example, Macbeth will be taught in terms of political power and recent assassinations. This approach will broaden the students' analytic skills and general comprehension and will enable them to make the multiple connections that are the essence of learning.

The Position of Teacher - Counselor

The Middle College will carry interdisciplinary instruction one step further by combining teaching and counseling in one process. Few urban high school students receive sufficient career counseling. Not only is the ratio of students to counselors too high, but career counseling is normally treated as an auxiliary service rather than as an integral part of instruction. Compounding the problem, few teachers get to know their students well enough to be able to use the knowledge of how individual learning occurs to improve instruction. Teaching and counseling are logical counterparts of the same process, and should be combined in one position. The grant provides funds

[3] Pages 9-10, A PROPOSAL FOR THE ESTABLISHMENT OF COMMUNITY COLLEGE #9

for a preliminary six-month training period for the staff, so that they may be thoroughly prepared to assume this complex role by the time the school opens in September, 1974.

V. EDUCATIONAL OBJECTIVES

Modern technology is generating data so rapidly that half of our knowledge becomes obsolete in eleven years. Education must shift its focus from learning of information to learning how-to-learn. Accordingly, the goal of the Middle College is to develop independent, self-actualizing human beings. The objective is to graduate students who know how to raise the right questions, gather data, sift, hypothesize, test their hypotheses, and evaluate their conclusions.

Self - actualization is implicit in the entire program of the Middle College. By means of the strategies described above, underachievers will be motivated to improve their basic skills, develop career and personal interests, and seek higher education. All students will learn about potential careers from technical to professional levels. Specific goals will be set for each individual student in accordance with the following program objectives:

1. Students who complete the Middle College program will earn the New York State high school diploma and college degree at the two-year level.
2. In comparison with average high school graduates, a higher proportion of Middle College students will have college-level skills by the end of the twelfth year.
3. The rate of retention at both high school and college levels will be higher than average.
4. Through career education and exploration students will acquire broad job skills and life goals.
5. Specific, high goals will be set in all subject areas.

Development of College-Level Skills

It is expected that a high proportion of Middle College students will achieve college levels in reading and mathematics by the time they complete the third year of the program (12th grade), thus minimizing the need for remediation in college. As a result, remedial needs of Middle College entrants to LaGuardia

will be lower than those of the general LaGuardia population.

Fulfillment of New York State High School Diploma Requirements

It is expected that the great majority of Middle College students will complete requirements for the New York State high school diploma. All students will be encouraged to achieve as far beyond this minimum achievement level as time and talent permit.

Rate of Retention at High School And College Levels

Since the Middle College program will reduce reading and mathematical deficiencies which contribute heavily to high dropout rates, retention of Middle College students at every level through completion of the second college year should exceed the average rates experienced in New York City high schools and community colleges.

Each Middle College student will be expected to continue through the complete five-year program. Since fifty percent of LaGuardia's current graduates succeed in transferring to bachelor's degree programs, the proportion of Middle College students who go on to four year colleges should be at least that great or greater.

Career Education

The focus on career education has been described earlier in this paper. Extramural experiences such as trips, visits, and internships will enlarge the range of career choices available to the students by opening up possibilities not accessible in the conventional high school setting. Students will explore broad career fields, (e.g., health and human services) rather than single jobs. Guided classroom work and independent analysis of career opportunities and alternatives will motivate students to develop the skills needed for higher

levels of employment. The curriculum includes a course in decision-making skills. Thus, upon graduation from Middle College, students will be prepared for rewarding jobs and further study.

Specific High Goals for Achievement in Major Subject Areas

All students will be expected to have the following specific competencies upon graduation:

Business:

Knowledge and understanding of advanced business concepts which relate to the economic environment, government functions, and to general survival as a citizen. Skills required for satisfactory performance in various vocational areas, including competence in college level accounting, secretarial science, and data processing courses.

English:

Ability to organize written, spoken, and printed materials at the college level, and to read, write, and listen critically and objectively, with understanding of inference and evaluation.
Acquaintance and understanding of great literary works of American and world literature, past and present, which deal with themes relevant to students' lives and general problems of urban life. Ability to reason, take notes, study, and conduct research, expressed in both oral and written form.

Fine Arts and Music:

Interest in arts and music for recreational, artistic, and aesthetic experience. Perception of artistic values in the sciences and other spheres of life.

Health and Physical Education:

Knowledge of health and disease, and awareness of the role of physical fitness in culture and personal life. Competence in sports and dance.

Mathematics:

Understanding of ordinary operations and their underlying mathematical concepts, with problem-solving facility in applied mathematics, algebra, and geometries, and specific skills related to career interests, as well as general familiarity with data processing and computer technology.

Reading:

Mastery of the comprehension skills required for effective academic and career functioning in all areas.

Science:

Understanding of the relationship of science to human needs and values, and of the concepts and processes of the physical and life sciences. Competence in biology and chemistry courses, and basic understanding of modern developments in scientific theory and application.

Social Science:

Understanding of the workings of government and society, customs, ethical and legal standards, and executive, judicial, and legislative power. Understanding the moral, experiential, and economic bases for our laws and customs, particularly those currently being challenged. Knowledge of minority groups and their origins and cultures. Understanding of oneself as individual and citizen. Use and knowledge of communications and their role in society.

VI. STUDENT SELECTION

The process of student selection serves to identify the target population described in II above and to choose from among them that sample which best serves the purposes of this proposal.

Selection Criteria

1. The record of the student shall show evidence of underachievement, to be defined as a level of achievement significantly below the potential as evaluated by the school staff. Such evidence includes: poor attendance, cutting, high rate of scholastic failure, sometimes combined with talent or interest in one area, or dissatisfaction with some aspect of the current or anticipated program. The last item will identify youngsters who appear academically successful but feel that the flexibility and individualization of an alternative educational setting will free their potential.

2. Each student shall have spent one year in the ninth grade, regardless of credits earned.

3. Since the students are going to be drawn from the local areas, it is anticipated that the Middle College will reflect the demographic statistics of the local school population, the neighborhood, and the college.

4. The zone in which students reside shall be Astoria, Long Island City, and Queensbridge. Thus Middle College will have a major advantage of a neighborhood school, parental and community support and involvement.

5. The group selected will exhibit the whole range of capabilities, as is the case with underachievers as a group or with a typical school population. It is expected that about two-thirds of the students will require remediation in reading and mathematics.

6. The student's willingness to attend the Middle College shall be supported by parental consent, as is the case with all high school applications. The choice of Middle College will be offered along with exploration of other alternatives, including those available within the local high school.

7. The entering class shall consist of 125 youngsters, with about equal numbers of females and males.

8. Selections will be made at random if there are more candidates than available places in the program.

Student Recruitment

The recruitment program for the Middle College will include the following activities:

1. Approval will be secured for recruitment from public schools, non-profit private schools, and schools for young mothers.

2. Descriptive material and applications will be sent to all potential feeder schools which agree to recruitment, and to community organizations and the media.

3. Middle College recruitment teams, including LaGuardia students, will be sent to feeder schools to explain the program.

4. Meetings and tours of the Middle College facilities will be arranged both in the day and evening, for all interested groups.

Preparatory Activities

The selection process will be complete by February, 1974, at which time the staff of Middle College will begin a six-month training and planning program. This timing will make it possible to establish a relationship between students and staff well in advance of the opening date of September, 1974. There are several advantages to this schedule.

1. The staff will take into account the individual characteristics and needs of the students when planning curriculum, trips, etc.

2. Students can be immediately assigned to their teacher-counselors in accordance with the house plan described. Each student will meet with her or his house group. The teacher-counselor will become available for telephone calls or conferences when the student feels the need.

3. The teacher-counselor will hold a conference with the aim of planning a program of reading and other activities, to begin immediately but with main emphasis on the summer as a time for guided exploration and independent study. Thus the hope and interest aroused by acceptance into the Middle College will not languish for seven months but have immediate outlets.

4. Adult participation in the LaGuardia Continuing Education program will be encouraged with the aim of bringing parents, older siblings, and Middle College students closer together.

VII. THE PROGRAM

In keeping with the career and urban orientation of the Middle College, the educational experience will include learning in work settings, community agencies, galleries, museums, theaters, concert halls, and media centers. Education will be based on discovery, with the city serving as the school. Relating these discovery experiences to the classroom, teacher-counselors will motivate students to raise their skills, self-esteem, and life goals.

The program will overcome the traditional fragmentation of time, space and subjects. Interdisciplinary courses, which provide a needed alternative to the present separate subject approach of most schools, will focus on development and use of integrated skills. Learning will emphasize career goals, inner resources, problem solving, and independent work.

The school program will include the following components:

1. Basic Skills
2. Interdisciplinary Course Structure
3. Field Visits, Internships, and Work Experience
4. Scheduling and Credits
5. Grades
6. Counseling
7. Governance
8. Articulation Between High School and College Levels

Basic Skills

Basic skills will be taught at every level and in settings ranging from one-to-one tutorials and small remedial groups to large team teaching classes and work settings. The specific competencies which are described

in V, EDUCATIONAL OBJECTIVES, above, will be developed through the following key activities:

1. Reading and study habits will be taught in context. Each discipline has its own language, symbols, vocabulary, and style. Therefore, it requires distinct reading and study techniques, and staff members must be trained and competent in this approach.

2. Curricula will be focused on career competencies. The association of career possibilities with skills improvement will facilitate motivation.

3. Learning tasks will be divided into small steps in order to assure early experiences of successful skill development.

4. The teacher-counselor will define learning objectives for and with each student. The more youngsters participate in planning their programs the more they learn.

5. Scheduling will be flexible, allowing each student as much time as needed at each step and opportunities for independent study if desired.

6. A course in decision-making will enable youngsters to integrate social and intellectual skills effectively when life situations demand choices.

Interdisciplinary Course Structure

Students will be grouped into six curricular concentrations. Those currently considered are: Art, Humanities, Environmental Control, Communications, Health and Human Services, and Business. The goal of each concentration is to provide the interdisciplinary structure by which social science can be integrated with the mathematical, scientific, and language skills needed for a specific career area. Each student will explore at least three such careers during the five-year program.

The proposed schedule will combine academic, career, and interpersonal skills into one curriculum. Two examples of possible interdisciplinary courses are Environmental Awareness, which would include English, Art, Science, Mathematics, and Social Science, and Human Behavior, which would draw upon Anthropology, Sociology, Psychology, Biology, and Literature.

Field Trips, Internships, And Work Experience

The experience of Board of Education personnel and other consultants shows that students become highly motivated and mature as a result of work - study programs. Since many students must work part-time to support themselves, the Middle College will have a multi-faceted cooperative education design. Preliminary contact with various museums and public and private agencies has indicated that there are sufficient openings to provide internships and jobs for all Middle College students.

The tenth and eleventh grades will provide pre-job experiences. Tenth grade students will visit work environments in a variety of fields which can contribute career information and provide role models of successful practitioners. Students will begin internships and apprenticeships from the eleventh grade on, and it is expected that all students will have been placed in jobs by the twelfth grade. Provision is made in the budget for a full-time work-study Coordinator.

Job experiences will range from general to specialized work. Students will serve internships in both profit and non-profit organizations. Work experience will serve as a core for interdisciplinary instruction. It will enable students to acquire social skills not fully obtainable in the classroom -- including tact, understanding of job hierarchies, and dealing with associates of all ages. Educators and employers report that failure of students on jobs is more often due to lack of these skills than to lack of specific job-related technical skills.

Knowledge and skill acquired in work will be discussed in practicum meetings -- where job requirements will be related to the academic program. The Middle College will provide a closed loop between the job and the

classroom, each expanding and strengthening the other.

Scheduling And Credits

Middle College periods will be made up of twenty-minute modules, (found effective at John Dewey and Hillcrest High Schools). Combination of twenty minute modules into forty, sixty or eighty minute periods will permit flexible scheduling. Short periods will be used for reading, mathematics, counseling, and electives. Long periods will be used for science classes and concentration clusters. Field activities, laboratories, tutoring, counseling, or participation in La Guardia classes will be integrated into a flexible schedule.

All Middle College students will have the equivalent of the subject units needed to fulfill New York State high school diploma requirements. These are:

English	4 units
Social Studies (including one year of American History)	3 units
Science	1 unit
Health	½ unit
Physical Education	

New York State law states that: "Each student shall complete a three-year sequence in one of the following fields: Science, Mathematics, Foreign Language, Music, Art, Business, Practical and Industrial Arts, or vocational subjects."

"Additional free electives shall be studied to make a total of sixteen units. A unit is a year's work in a subject requiring four or five periods a week of forty minutes of prepared classroom work."

The Middle College will satisfy these requirements. One credit will be

earned for approximately sixty hours of instruction, and will thereby be equal to ½ unit. Partial or full credits may also be earned by field work or by demonstration of competency through testing or through completion of assigned projects. Depending on use of unscheduled time and demonstrated mastery of skills, a student may earn ten to fifteen credits in a year, as compared with the eight to twelve credits of the average high school program.

Grades

The Middle College grading system will be that of LaGuardia Community College: E (Excellent), G (Good), P (Passing), and I (Incomplete). No failing grade will be given.

Counseling

As noted earlier, the position of teacher-counselor will be used. The role is clearly described in the following quotation by J. Lloyd Trump:

> Without doubt, the most vital change for a teacher is his assuming the role of a teacher-adviser. In this role, he serves as consultant, friend, facilitator of learning, director of learning strategies, and, hopefully, arouser of latent enthusiasm. His frequent personal contacts on a one-to-one basis with his ... advisees strengthens his relationships with them and enables each to recognize the other as real identities.[5]

Each teacher-counselor will be responsible both for instruction and for academic, personal, and career counseling -- providing all aspects of

[5] Trump, J. Lloyd, and Georgiades, William, "The NASSP Model Schools Action Program," p. 116, The Bulletin of the National Association of Secondary School Principals, Vol. 56, No. 364, May, 1972

guidance and teaching in a continuing relationship of at least three years with a group of fifteen students.

The College has applied for outside funding for a full time senior counselor. It is felt that such a position is needed to supplement the work of the teacher-counselor, particularly for supervisory functions and for problems which require counseling in depth. LaGuardia will make the following students services available to the Middle College: psychologist, psychiatrist, psychiatric social worker, nurse, doctor, and facilities of local hospitals.

1. Peer Counseling

   To guarantee positive role models for Middle College students, LaGuardia students will be trained to serve as peer counselors. Their function will include orientation of new students, tutoring, family visits, and group counseling. It is anticipated that some Middle College students will show the interest and maturity required to assume this role.

2. House Grouping

   Groups of fifteen students, each with a designated faculty member, will constitute a "house", modeled after the Dalton, Harvard, Yale plan.

   The house will be the first level of group identification in the Middle College, and will be the primary student government unit. Cooperative learning will be a major emphasis within each house, and house members will be encouraged to teach each other. The house will be a basic structure for gaining an understanding of peer level interaction and group dynamics.

Governance

The students will have an important decision-making function in the governance of the Middle College. A Faculty-Student Governance Committee will meet weekly to deal with curriculum, discipline, community regulation, and student affairs. Membership will be determined by student and faculty vote. Governance skills and procedures will be developed through the academic program. Students will determine activities, elections, dues, and matters of dress and conduct through their own organization. The experience of governing their own community will be valuable for personal development and for understanding of social science.

Articulation Between High School and College Levels

The transition from one Middle College level to the next will be gradual. Middle College students will begin the transition process early by sharing the college faculty, classes, library, and activities -- starting from the tenth grade. The total Middle College experience is designed to prepare them academically for the rigors of college work. If students wish to leave Middle College during the high school grades, the staff will facilitate their transfers to other high schools.

Teacher-counselors will act in registration teams to aid students in the process of enrolling for college courses. Students completing the twelfth year, who do not wish to continue the program at LaGuardia, will have the option of applying to private colleges, SUNY, or four year colleges of CUNY.

VIII. PROGRAM EVALUATION

The Harvard Educational Review article on "Strengthening Alternative High Schools" suggests:

> Productive research and evaluation activities should assist alternative schools in clarifying their process and outcome goals and the specific practices that can help them achieve those goals. To this end, any such research activities should include the study of interactions. The emphasis on the broad based study of social process is consistent with several positions about educational evaluation and research. First, researchers should base studies of changes in alternative school students on the consideration of a school's particular outcome goals rather than on the availability of standard achievement tests, self image scales etc..... The specific practices employed by alternative schools should be judged not merely in terms of their short term effectiveness in achieving learning goals, but also in terms of their contribution to creating a desirable school community.

In addition the article suggests

> We have found that the most fruitful method for research on alternative school development is participant observation and informal interviewing. The primary instrument for participant observation is a person or group of persons who observe alternative school settings, ask questions and record their perceptions as accurately as possible in a stream of written notes.[4]

With these recommendations in mind, the Middle College has developed an evaluation plan to determine the outcomes of the objectives and strategies stated above.

Methods

1. Evaluation of process and of those areas which tend to require subjective judgments should be handled by a team of outside experts. The team should include individuals with experience in curriculum, administration, and counseling on the secondary and post-secondary levels.

2. Evaluation of those aspects of the program which are product oriented, i.e., which lend themselves to measurable changes, can be handled by in-house personnel.

[4] "STRENGTHENING ALTERNATIVE HIGH SCHOOLS", Harvard Educational Review, p. 340, Vol. 42 No.3 August 1972.

Team Responsibilities

The following are the proposed major responsibilities of the team:

1. To explore the extent to which continuity and coherence between secondary and post-secondary curricula have been achieved.

2. To examine the validity of curricula in terms of the overall objectives of the Middle College.

3. To indicate the level of individualization found in Middle College as compared to more traditional settings.

4. To investigate the impact of the Middle College on the LaGuardia community.

In order to accomplish this last objective, it will be necessary for the team to make one or more visits to the College before the first Middle College students are admitted. During these visits, the team should investigate the remedial program, the counseling program, and the structure of the academic divisions. These early findings will serve as a basis for determining the impact which the Middle College has in these areas.

Product Outcomes

Objectives measures will be developed and/or employed to measure outcomes corresponding to the following program objectives:

1. Objective:

   To measure the achievement of students in particular courses and in broad program areas.

   Procedure:

   Locally constructed criterion referenced tests will be developed to measure the achievement in particular courses and in broad program areas.

2. Objective:

   To formulate a diagnostic appraisal technique, including achievement scores, competency in basic skills areas, and past school history.

Procedure:

Experienced or specially trained personnel will examine the school histories of students as well as the results of a test battery of basic skills. This will enable students to be appropriately placed. In addition, the appraisal techniques will be such that specific areas of weakness will be detected and students will be given prescriptions which will serve as a basis for individual remediation on a one-to-one basis.

3. Objective:

To explore the degree to which individualized programs increased the holding power over the traditional program.

Procedure:

Holding power statistics for Middle College students will be collected and comparisons will be made with similar data for both secondary and post-secondary students.

4. Objective:

To provide necessary remediation at high school grades which will better enable the student to handle college level material and which will reduce the need for remediation at the college level by 50 per cent.

Procedure:

Scores obtained by Middle College students on standardized achievement tests and the amount of remediation which they need at the college level will be contrasted with similar data for cohorts in the Open Admissions population.

5. Objective:

To explore the availability of Coop-Ed internships for high school students.

Procedure:

The quantity and quality of Coop internships will be studied. Similar data from the College's Cooperative Education Division will be used for purposes of comparison.

6. Objective:

To determine changes in students; perception of personal and career goals.

Procedure:

Changes in the attitude space of Middle College students resulting from participation in the program will be examined through the use of the semantic differential technique.

7. Objective:

To provide opportunities for extramural educational experience not normally provided at high school. To investigate the possibility of external degree credit through independent study, exemption, and examination.

Procedure:

A history file will be kept for each student. It will contain data on extramural educational experiences and external degree credit earned through independent study, exemption, and examination.

Evaluation will take place in the spring of 1974, in January of 1975, and in June of 1976. Following that, evaluation will be conducted every spring until the first year's class has graduated from La Guardia Community College.

Cost

The cost of the evaluation program for three years will be $15,000. Funds have been requested to cover this cost from the Office of National Institute of Education, under the Post-secondary Innovation Grant Proposal.

IX. STAFF

Staffing is a decisive factor in an innovative program. The best plan is no better than those entrusted with its implementation. Therefore, demanding criteria for selection of Middle College personnel have been established. They are as follows:

1. Commitment to the Middle College concept.
2. Innovative teaching experience, including interdisciplinary and team teaching.
3. Evidence of professional competence in a professional discipline of interest to the Middle College.
4. Demonstrated interest in career guidance.
5. Evidence of guidance training and counseling skill.
6. Familiarity with inner-city schools and communities.
7. Evidence of ability to teach college level courses.

In its first year of operation for 125 students, the Middle College will need a Director, eight teacher-counselors, one quarter-time administrative aide, and one secretary.* The staff complement will increase to 11 teacher-counselors, for 200 students in the second year, and 15 teacher-counselors, for 300 students, in the third year.

Each teacher-counselor will have a work load which is the equivalent of twenty-five 40 minute periods per week (in accordance with the Hunter High School model). Duties will include intensive remediation, interdisciplinary instruction and all areas of counseling. Individual staff members will be assigned to particular areas of responsibility, such as referral to agencies, job development, or career education. Adequate staffing will permit the flexibility to provide these special services.

*The normal Board of Education allotment for an innovative program serving 125 students would be four teachers, plus a teacher in charge, and a guidance counselor. The number of positions sought for the Middle College, though somewhat higher than the normal Board of Education ratio, is comparable to the number allocated for several alternative schools now existing under the supervision of the Board of Education.

X. PHYSICAL PLANT

For the first year, the space to be used by the Middle College in the allocated rental space will be:

	Time Per Week
6 classrooms	Five days
1 lecture hall	Three hours
1 science laboratory	Five days
1 suite of offices	Five days

The following space is needed for the Middle College program.

3,510 square feet for Year I

5,850 square feet for Year II

8,590 square feet for Year III

This space has been provided in La Guardia's rental facility, at 31 - 11 Thomson Ave, Long Island City, directly across the street from the main LaGuardia facility at 31 - 10 Thomson Avenue.

In addition, Middle College students will utilize all the available general facilities of the college at 31 - 10 Thomson Avenue. These include the library, the business, communication and foreign language skill laboratories, the lounges, cafeterias, and recreation areas.

Space to be used in the main building at 31 - 10 Thomson Ave will be:

	Hours Per Week
1 Foreign Language Laboratory	5
1 Reading Laboratory	10
1 Math Laboratory	10
1 Typing Laboratory	5

Entering students will be placed in six groups, each using one classroom. In addition, a science laboratory will be used for weekly science laboratory sessions, electives, independent study, and set-up time. A lecture hall will accommodate large group meetings and audio-visual presentations.

XI. ENROLLMENT PROJECTIONS FOR THREE YEARS

Projected annual enrollment, including the effects of attrition, is presented in the table below. Enrollment is planned to stay at a stable state of approximately 300 students from the third year on.

	1974	1975	1976
Group I	125	100	90
Group II		125	100
Group III			125
TOTALS	125	225	315

XII. BUDGET AND FUNDING

The Middle College budget is attached as an Appendix to the report. It reflects all expected operating costs for personnel, supplies, services and equipment.

The per-capita costs for conduct of the Middle College program are close to those for the average New York City high school student, making replication feasible on a broad scale if the program is successful as expected.

Personnel Costs: Salaries are the largest single cost component. Specific salary levels are dictated by New York State Education Law, Section 6209, dealing with state aid to the Board of Higher Education. This law specifies that salaries in "any preparatory high school or model school shall be the same as those paid by the Board of Education of the same city to persons discharging like functions in similar schools under the jurisdiction of said board of education."

To ensure a range of age and experience, teacher-counselors will be hired at salary steps 4B and 6B under Schedule C2, "Earned M.A. or Equivalent." This level of educational background will partially fulfill the job requirements of guidance training and skill in teaching at the college level.

The Director will be hired at the salary step equal to that of an Assistant Principal in charge of an annex in a public high school, since the responsibilities are similar.

One secretary (two in the third program year) is needed for basic organization of instructional materials, maintenance of records, files, and schedules, inventory, duplication of instructional materials, and voluminous correspondence.

The latter is expected to arise from reports and other exchanges with sponsoring agencies, development of visits, internships, and jobs, continuing search for new materials and resources, and academic and public interest in the project.

Other Costs (OTPS): The innovative nature of the program will require a wide variety of instructional material. Periodicals, cassette and videotapes, work sheets, and other expendable items will largely replace the reusable texts of the regular high school. In addition, postage, duplication services, and other supplies will be needed to implement the program.

Income: Funds to support the program have been requested from the City University of New York. Income is projected from New York State education aid, and from New York City tax levy funds. It is expected that the Middle College program will obviate the need for remedial support of its students when they reach college level.

XIII. USE OF THE HUNTER HIGH SCHOOL FUNDING MODEL

Hunter High School represents a precedent in the City University of New York for support of a model high school under the aegis of the Board of Higher Education. Hunter High School, like the planned Middle College, provides exchange of faculty between high school and college levels.

Establishment of the Middle College under the administrative umbrella of the University offers three important advantages:

1. Greater freedom of curriculum, scheduling, and granting of credit than would be possible under Board of Education control.
2. Simpler reporting procedures than possible with the Board of Education.
3. Employment of part-time staff -- not possible under control of Board of Education.

In the relationship with the University, the Middle College plans to have an Advisory Committee consisting of educators with expertise in innovative program planning as well as parents and business and community leaders.

XIV. ENABLING RESOLUTIONS

The Middle College will be presented to the Board of Education for approval. If necessary, a resolution will be prepared.

A resolution will be submitted for approval by the Board of Higher Education of the establishment of the Middle College, and the funding formula for its support.

APPENDIX

MIDDLE COLLEGE

BUDGET PROJECTIONS

FIORELLO H. LA GUARDIA COMMUNITY COLLEGE

MIDDLE COLLEGE PROJECT

- Budget Projection for 3-Year Period -

COST	74-75	75-76 (Note 1)	76-77 (Note 1)
Director (education and experience requirements of assistant principal)	(1) 21,930	(1) 21,930	(1) 21,930
Teacher/Counselors (BA plus 30 credits at step 6B)	(3) 45,000	(6) 90,000	(8) 120,000
Teacher/Counselor (BA base at step 4B)	(5) 62,500	(5) 62,500	(7) 87,500
	129,630	174,630	229,630
Fringe Benefits (estimated @ 10%)	12,943	17,443	27,943
	142,373	191,873	257,373
Secretaries (College Office Assistant)	(1) 6,900	(1) 6,900	(2) 13,800
Fringe Benefits (estimated @ 5.2% + $600)	960	960	1,320
	7,860	7,860	15,120
Total Personal Service Cost	148,495	197,995	270,755
Other Than Personal Services (Note 2)	9,750	13,800	19,200
Capital Equipment	19,050	5,000	5,000
Total Budgeted Costs	178,933	218,433	296,693

Note 1: Projected salaries do not reflect increment which may occur according to future contract terms. Required hours of work will be according to the Hunter High School model and New York City High School load requirements. All faculty members will be required to provide 25 contract hours per week in teaching of high school courses in the Middle College -- with released time of two hours for each hour of work assignment in teaching of college courses at La Guardia.

Note 2: OTPS costs are pro-rated in proportion to the current OTPS cost experience of the college. The following specific cost factors are reflected:

Instructional Supplies	- estimated at $24 per student
General Supplies	- estimated at $150 per staff member
Postage	- estimated at $50 per staff member
Office Services	- estimated at $100 per staff member
Telephone	- estimated at $250 per staff member
Duplication Services	- estimated at $200 per staff member

No provision is made for space related costs. Space will be provided in rental facilities already acquired by the college. Space utilization will be as follows:

First year - 3,510 square feet
Second year - 5,850 square feet
Third year - 8,590 square feet

INCOME

Projected income to offset projected operational costs of the Middle College will be as follows:

STATE AID	74-75	75-76	76-77
General Operating Aid Based on ADA (Note 1)	38,700	61,920	92,780
Transportation and Building Aid	7,150	11,440	17,160
Estimated City Allocation (Note 2)	88,875	142,200	213,300
Require CUNY Support (Notes 3 & 4)	44,308	973	26,547
Total	178,933	218,433	296,693

Note 1:
State Aid payments to offset total costs fall into two categories:

a. General operating aid, computed as follows:

(1) Average daily attendance -- assumed as 80% by the project,

(2) multiplied by locality weighting factor -- 125% for Queens,

(3) multiplied by maximum per capita aid allowance of $860,

(4) multiplied by Queens allowance factor of 36% ,

(5) equals aid of $309.60 per student in the project.

b. Transportation and building aid, provided at $57.20 per student in the project at 1972-73 rates.

These figures have been multiplied by the projected enrollment of 125 students in the first project year, 200 in the second project year and 300 students in the third project year.

Note 2:

The City allocations to offset total costs are estimated at $1,078 per ADA based on the most current published ADA allocations for New York City academic high schools (1970-71). This provides an estimated $711 allocation per student after State Aid categories are deducted (see State Aid budget figures above).

Note 3:

Required CUNY support to the project is projected to be offset by $383 per student in remedial allocations when students reach college level. Estimating that approximately 2/3 of each year's enrollment would fall into remedial categories, this means that the offsetting amount will be equal to $31,916 in 1976-77, $51,066 in 1977-78, and $76,600 in 1978-79 and thereafter, assuming no further increase in the project population size.

Note 4:

The projected requirement for CUNY support which shows as a negative amount in 1975-76 and 1976-77 does not provide for the costs of salary increments which will be requested in those years. Such increments are not included in the current budget presentation because labor contracts have not been finalized.

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SALARY SCHEDULES EFFECTIVE OCTOBER 1, 1972

Descriptive Designation	B.A. (Base)	B.A. Plus 30 Credits	B.A. Plus 60 Credits	Earned M.A. (or Equivalent)	Earned M.A. (or Equivalent) plus 30 Credits
Official Designation	C1	C2	C6	C2 Including Promotional Differential	C6 Including Promotional Differential
Salary Step					
1A	$9,500	$10,000	$11,500	$11,250	$12,750
1B	9,500	10,000	11,500	11,250	12,750
2A	9,600	10,100	11,600	11,350	12,880
2B	10,000	10,500	12,000	11,750	13,250
3A	10,400	10,900	12,400	12,150	13,650
3B	10,800	11,300	12,800	12,560	14,060
4A	11,200	11,700	13,200	12,950	14,450
4B	11,600	12,100	13,600	13,350	14,850
5A	12,000	12,500	14,000	13,750	15,250
5B	12,400	12,900	14,400	14,150	15,650
6A	12,800	13,300	14,800	14,560	16,050
6B	13,200	13,700	15,200	14,950	16,450
7A	13,600	14,100	15,600	15,350	16,850
7B	14,000	14,500	16,000	15,750	17,250
8A	14,400	14,900	16,400	16,150	17,650
8B	14,850	15,350	16,850	16,600	18,100

SALARY SCHEDULES EFFECTIVE SEPTEMBER 9, 1973

Descriptive Designation	B.A. (Base)	B.A. Plus 30 Credits	B.A. Plus 60 Credits	Earned M.A. or Equivalent	Earned M.A. (or Equivalent) plus 30 Credits
Official Designation	C1	C2	C6	C2 Including Promotional Differential	C6 Including Promotional Differential
Salary Step					
1A	$9,600	$10,100	$11,850	$11,350	$13,100
1B	9,600	10,100	11,850	11,350	13,100
2A	9,800	10,300	12,050	11,550	13,300
2B	10,250	10,750	12,500	12,000	13,750
3A	10,700	11,200	12,950	12,450	14,200
3B	11,150	11,650	13,400	12,900	14,650
4A	11,600	12,100	13,850	13,350	15,100
4B	12,050	12,550	14,300	13,800	15,550
5A	12,500	13,000	14,750	14,250	16,000
5B	12,950	13,450	15,200	14,700	16,450
6A	13,400	13,900	15,650	15,150	16,900
6B	13,850	14,350	16,100	15,600	17,350
7A	14,300	14,800	16,550	16,050	17,800
7B	14,750	15,250	17,000	16,500	18,250
8A	15,200	15,700	17,450	16,960	18,700
8B	15,750	16,250	18,000	17,500	19,250

SALARY SCHEDULES EFFECTIVE SEPTEMBER 9, 1974

Descriptive Designation	B.A. (Base)	B.A. Plus 30 Credits	B.A. Plus 60 Credits	M.A. Plus 30 Credits (with stated exceptions)	Earned M.A. or Equivalent	Earned M.A. (or Equivalent) plus 30 Credits
Official Designation	C1	C2	C2 plus Intermediate Differential	C6	C2 Including Promotional Differential	C6 Including Promotional Differential
Salary Step						
1A	$9,700	$10,200	$11,125	$12,050	$11,550	$13,400
1B	9,700	10,200	11,125	12,050	11,550	13,400
2A	10,000	10,500	11,425	12,950	11,850	13,700
2B	10,500	11,000	11,925	12,850	12,350	14,200
3A	11,000	11,500	12,425	13,350	12,850	14,700
3B	11,500	12,000	12,925	13,850	13,350	15,200
4A	12,000	12,500	13,425	14,350	13,850	15,700
4B	12,500	13,000	13,925	14,850	14,350	16,200
5A	13,000	13,500	14,425	15,350	14,850	16,700
5B	13,500	14,000	14,925	15,350	15,350	17,200
6A	14,000	14,500	15,425	16,350	15,850	17,700
6B	14,500	15,000	15,925	16,850	16,350	18,200
7A	15,000	15,500	16,425	17,350	16,850	18,700
7B	15,500	16,000	16,925	17,850	17,350	19,200
8A	16,000	16,500	17,425	18,350	17,850	19,700
8B	16,650	17,150	18,075	19,000	18,500	20,350

B. Payment Under Schedule C1

Rates under Schedule C1 shall be paid to teachers who do not qualify as provided hereinafter in this Sec-

of Examiners as the equivalent of a baccalaureate for eligibility for the license under which the teacher is serving at the time of filing applica-

master's deg... college or u... having earne... completed 3... proved study

(3) Teach... baccalaureat... college or ur... such degree... ter hours o...

(4) Effecti... who, at the ... not required... as an exclus... for the teac...

(a) gradu... year normal... or holders ... complete 3... proved study... or degree or...

(b) gradu... year normal... have comple... approved st... tion, or

(c) gradu... year normal... have comple... approved st... tion.

(5) Teach... 60 semester... beyond such... accepted by... as the equiv... for eligibilit... which the t... time of filit... differential.

(6) Teach... (trades) wh... and in addit... journeyman...

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(8) Teach... (trades) who... ity for the fir... addition the... semester ho... with the pr... journeyman... number requ... submitted... semester hou...

(9) Effecti... shop subject... to July 1, 1... schools who... for appointm... or vocations... time in the ... of shop sub... appointed pri... demic or voc...

(10) Effect... of industrial... July 1, 1947... schools...

(11) Effect... of business ...

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